

# FLORIDA DEPARTMENT OF EDUCATION



## School Improvement Plan (SIP) for Juvenile Justice Education Programs

2012-2013

**2011-2012-School Improvement Plan Juvenile Justice Education Programs  
2012 – 2013 SCHOOL IMPROVEMENT PLAN**

**PART I: SCHOOL INFORMATION**

School Name: PACE Center for Girls	District Name: Marion
Principal: Carole Savage	Superintendent: George Tomlin
SAC Chair: Carole Savage	Date of School Board Approval:

**Student Achievement Data:**

Use data from the Common Assessment to complete reading and mathematics goals.

**Highly Qualified Administrators**

List your school’s on-site highly qualified administrators who are responsible for educational services (e.g., principal, lead educator) and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include the history of common assessment data (learning gains). The school may include the history of Adequate Yearly Progress (AYP).

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior common assessment data (learning gains). The school may include AYP information along with the associated school year.
Principal	Carole Savage	BA in Sociology Professional in Human Resource Development Certified Additions Professional	1	15	
Lead Educator	Julia Burke	BS in General Studies Professional Certificate English 6-12, Reading Endorsement	12	3	

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### Highly Qualified Instructional Coaches

List your school's highly qualified instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include the history of common assessment data (learning gains). The school may include the history of Adequate Yearly Progress (AYP). Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior common assessment data (learning gains). The school may include AYP information along with the associated school year.
N/A	N/A	N/A	N/A	N/A	N/A

### Highly Qualified Teachers

List your school's highly qualified teachers and briefly describe their certification(s), number of years at the current school, number of years as a teacher, and their prior performance record with increasing student achievement at each school. Include the history of common assessment data (learning Gains). The school may include the history of Adequate Yearly Progress (AYP).

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Teacher	Prior Performance Record (include prior common assessment data (learning gains). The school may-include AYP information along with the associated school year.
PCDS	Colleen Franzese	BS Personal Fitness Health Ed K-12	6	6	
Social Studies	Julie Anne Galloway	BS in Education Social Studies K-12	6	14	
Reading	Charli Davison	Math grades 5-9, Reading Endorsement, Social	6 months	6 months	

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		Science, grades 5-9			
English	Megan Stone	BA The Politics of Gender and Class English 6-12	5	5	
Math	Olabode Ogedengbe	Math 6-12	1	1	

**Highly Qualified Teachers**

Describe the school-based strategies that will be used to recruit and retain high quality, highly qualified teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Vacancy Postings on PACE Webs site by Executive Director	Carole Savage	As needed	
2. Vacancies advertised on Teacher-Teacher, Monster.com (recruitment sites)	Carole Savage and Julia Burke	As needed	
3. 2 week PACE orientation training at hire	Julia Burke, Academic Manager	At new hire date	
4. Annual Training Plan with position-specific training at hire	Julia Burke, Academic Manager	At new hire date	
5. Assigning Mentor teacher	Julia Burke, Academic Manager	At new hire date	
6. Monthly Formal Supervision for 1st year teachers, Quarterly for 2+ Years	Julia Burke, Academic Manager	At new hire date	
7.. Review salary schedule to align with district salaries	Yessica Cancell and Carole Savage, Executive Director	May 1, 2013	

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8. Annual Performance Evaluations	Designated PACE Supervisor	July 31, 2013	
9. Bi-Monthly Academic Team Meetings	Julia Burke, Academic Manager	Ongoing	
10. Planning time for teachers	Julia Burke, Academic Manager	Ongoing	
11. Paid vacation and sick time	PACE Center for Girls policy	Ongoing	
12. Provide observations for certification	Julia Burke, Academic Manager	Ongoing	

***Non-Highly Qualified Instructors***

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly qualified.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Charli Davison	Math grades 5-9, Reading Endorsement, Social Science, grades 5-9	Reading Instructor	

***Staff Demographics***

April 2011  
 Rule 6A-1.099811  
 Revised May 18, 2011

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Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course.

\*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
5	2%	40%	60%	0%	2%	100%	40%	0	0

***Teacher Mentoring Program***

Please describe the school’s teacher mentoring program by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Julia Burke, Academic Manager	Charli Davison	Supervisor and former reading teacher	Monthly formal supervision, bimonthly team meetings, observations as needed

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### ***\*Grades 6-12 Only*** Sec. 1003.413(b) F.S

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

At each care review monthly reading progress will be discussed with all the teachers to ensure that each student is successfully progressing. At bi-monthly Academic meetings reading strategies will be shared. The Academic Manager will perform observations to ensure strategies are being implemented in all classes as needed. The Academic Manager will use fidelity checks and walk-throughs on a bi-monthly basis.

### ***\*High Schools Only***

Note: Required for High School- Sec. 1008.37(4), F.S., Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Students are all enrolled in both Peer Counseling and PCSD(PACE created Curriculum called Spirited Girls). During Peer Counseling, the girls work on a Career unit when they advance to Level IV, where they are assigned the task of finding a guest speaker in their career of interest. All students participate in the Career presentation as part of the Peer Counseling Program. During PCSD, the students work on college preparation and exploration, resume writing, mock interview, etiquette lessons, and other related activities that lead to workforce readiness.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful to their future?

PACE uses the ePEP computer program that the school district uses to enable students to track their school progress as well as plan for their future. Each student is assigned a teacher/advisor who assists the student to make proper choices about the student's educational future. Each teacher/ advisor is responsible for 10 students.

### ***Postsecondary Transition***

Note: Required for High School- Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

Students are in small instructional classes where they can receive individualized attention. This enables instructors to pin point areas where students need remedial work and teach students skills they need to succeed a postsecondary level. The Spirited Girls classroom provides opportunities for students to research requirements for postsecondary education and enable the student to better prepare herself for the future.

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**PART II: EXPECTED IMPROVEMENTS**

**Reading Goals**

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

<b>Guiding Questions to Inform the Problem-Solving Process</b>
<ul style="list-style-type: none"> <li>▪ Based on a comparison of 2010-2011 common assessment data and 2012-2013 common assessment data, what was the percent increase or decrease of students maintaining learning gains?</li> <li>▪ What percentage of students made learning gains?</li> <li>▪ What was the percent increase or decrease of students making learning gains?</li> <li>▪ What are the anticipated barriers to increasing the percentage of students making learning gains?</li> <li>▪ What strategies will be implemented to increase and maintain proficiency for these students?</li> <li>▪ What additional supplemental interventions/remediation will be provided for students not achieving learning gains?</li> </ul>

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

<b>READING GOALS</b>	<b>Problem-Solving Process to Increase Student Achievement</b>										
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool						
<p><b>1. Percentage of students making learning gains in reading.</b></p> <p><u>Reading Goal #1:</u></p> <p>In the 2012-2013 school year, 60% of PACE Center for Girls students present for both Survey 2 and Survey 3 FTE periods will make learning gains in reading as evidenced by FCAT scores.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 15%; text-align: center;"><u>2012 Current Level of Performance:*</u></th> <th style="width: 15%; text-align: center;"><u>2013 Expected Level of Performance:*</u></th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: center;">55%(30) of the students present for both survey 2 and survey 3 made learning gains in reading as evidenced by FCAT scores.</td> <td style="text-align: center;">In the 2012-2013 school year, 60% of PACE Center for Girls students present for both Survey 2 and Survey 3 FTE periods will make learning gains in reading as evidenced by FCAT scores.</td> </tr> </tbody> </table>		<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>		55%(30) of the students present for both survey 2 and survey 3 made learning gains in reading as evidenced by FCAT scores.	In the 2012-2013 school year, 60% of PACE Center for Girls students present for both Survey 2 and Survey 3 FTE periods will make learning gains in reading as evidenced by FCAT scores.	<p>1.1. PACE students have gaps in their educational histories</p>	<p>1.1 PACE offers a 230-day school year which offers students additional instructional hours through which learning gains can increase. In addition, PACE provides counselors who aide students by creating attendance goals to help improve daily attendance. FCAT level 1 and 2 readers are placed in intensive reading classes utilizing Great Source books, SRA programs, Impact, and Read for Real books. Each student has an Individual Academic plan that addresses learning needs in Reading. The goals are monitored for progress on a bi-weekly basis. In addition, PACE employs a low student to teacher ratio(12:1) in all academic classes.</p>	<p>1.1. The Academic Manager (who is reading endorsed) will monitor the incorporation of strategies into the curriculum and lessons. Bi-monthly academic meetings include discussions of reading strategies. The Academic Manager will complete monthly walk throughs to monitor the implementation of reading strategies. The Academic manager will also preform fidelity checks monthly in the reading classroom to monitor reading instructional strategies.</p>	<p>1.1. Students are given a base-line diagnostic pretest in reading and periodic assessments. Information is available through a computer program used by PACE and a weekly spreadsheet to all classroom teachers. Classroom teachers monitor goal progress biweekly during academic advising.</p>	<p>1.1. Progress is monitored through the use of FAIR. Teachers monitor daily work. Students are given weekly, grade-level fluency checks. Walk throughs and fidelity checks will be performed by the Academic Manager as per the Marion County School District reading plan..</p>
	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>									
	55%(30) of the students present for both survey 2 and survey 3 made learning gains in reading as evidenced by FCAT scores.	In the 2012-2013 school year, 60% of PACE Center for Girls students present for both Survey 2 and Survey 3 FTE periods will make learning gains in reading as evidenced by FCAT scores.									



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		1.2 PACE students lack grade level vocabulary skills	1.2. Teachers use a variety of strategies to increase vocabulary skills including graphic organizers, context clues, repeated teaching, journaling, word maps and , personal word walls	1.2. Academic Manager and all classroom teachers	1.2. Academic manager will monitor lesson plans for the inclusion of vocabulary strategies in the classroom.	1.2. Lesson Plans Supervision notes
		1.3 PACE students lack comprehension skills.	1.3. Teachers will use a variety of reading strategies to improve comprehension skills including double journaling, pre-reading, directed reading, prediction, graphic organizers, reciprocal reading.	1.3. Academic Manager and all classroom teachers.	1.3. The Academic manager will monitor lesson plans for the inclusion of reading comprehension strategies in the classrooms.	1.3. Lesson Plans Supervision notes

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A						

**Reading Budget**

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

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			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Grand Total:</b>

*End of Reading Goals*

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### Mathematics Goals

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

#### Guiding Questions to Inform the Problem-Solving Process

- Based on a comparison of 2009-2010 common assessment data and 2010-2011 common assessment data, what was the percent increase or decrease of students maintaining learning gains?
- What percentage of students made learning gains?
- What was the percent increase or decrease of students making learning gains?
- What are the anticipated barriers to increasing the percentage of students making learning gains?
- What strategies will be implemented to increase and maintain proficiency for these students?
- What additional supplemental interventions/remediation will be provided for students not achieving learning gains?

\* When using percentages, include the number of students the percentage represents (e.g. 70% (35)).

MATHEMATICS GOALS			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Percentage of students making learning gains in mathematics.</b>			1.1. PACE students have gaps in their educational histories	1.1 PACE offers a 230-day school year which offers students additional instructional hours through which learning gains can increase. In addition, PACE provides counselors who aide students by creating attendance goals to help improve daily attendance. PACE has a small teacher to student ratio which enables the math teacher to identify areas of need and address them.	1.1. Academic Manager Math Teacher Teacher/Advisors Counselors	1.1 Academic Manager will review teachers and counselors ETO (a computer program used by PACE) work product to determine if attendance strategies are in place and being reviewed bi-weekly.	1.1. File Reviews Supervision notes
<u>Mathematics Goal #1:</u> In the 2012-2013 school year, 50% of PACE Center for Girls students present for both Survey 2 and Survey 3 FTE periods will make learning gains in reading as evidenced by FCAT scores.							
	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					
	22%(12) of the students present in survey 2 and 3 made learning gains as evident in the math FCAT scores.	In the 2012-2013 school year, 50% of PACE Center for Girls students present for both Survey 2 and Survey 3 FTE periods will make learning gains in reading as evidenced by FCAT scores.					
			1.2. Students begin the school year with below level mathematics skills.	1.2. Gender-Responsive mathematics program, which fosters a supportive environment especially tailored for success	1.2. Academic Manager Teachers	1.2 Academic Manager will review teachers ETO (a computer program used at PACE) work product to review Teacher/Advisor bi-weekly	1.2. File Reviews Supervision notes

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			for girls. Each PACE student receives an Individualized Academic plan that identifies goals in mathematics and is monitored on a bi-weekly basis.		review of IAPs.	
		1.3. Students lack skills to pass EOC tests and FCAT math tests	1.3. Students will use ED Options, a computer based instructional system to increase their math skills in order to pass the required assessments.	1.3. Academic Manager Math Teacher	1.3 The math teacher will facilitate students work on EDOptions	1.3. Student work and assessments

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A						

**Mathematics Budget**

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

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<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Grand Total:</b>			

*End of Mathematics Goals*

### Career Education Goals

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

<b>Guiding Questions to Inform the Problem-Solving Process</b>
<ul style="list-style-type: none"> <li>• What career type does the program offer?</li> <li>• How does the program provide career exploration for all students?</li> <li>• What hands-on technical training does the program provide (type 3 programs)?               <ul style="list-style-type: none"> <li>▪ For type 3 programs what industry certifications are offered?</li> <li>▪ How many students earned industry certifications?</li> <li>▪ Is the program a Career and Professional Education (CAPE) Academy?</li> </ul> </li> </ul>

\* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

<b>CAREER EDUCATION GOAL(S)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>								
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool				
<b>1. Career Education Goal</b> In the 2012-2013 school year, 100% of PACE students present for survey 2 and 3 will explore careers as part of the general curriculum.	1.1. Poor student attendance can be an impediment to completing career course work.	1.1. Career education and planning takes place as part of Spirited Girls class and Academic Advising. In both classes students groups will research career types and paths.	1.1. Teacher/Advisors Spirited Girl Instructor	1.1. When students meet with their academic advisor, notes from the meetings are documented in PACE's computerized documentation system. In Spirited Girls class students enter the FACTs computer program to track	1.1. File reviews of student contact at the center including classroom participation, which is found in ETO				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;">2011 Current Level :*</td> <td style="width: 15%; text-align: center;">2012 Expected Level :*</td> </tr> <tr> <td style="text-align: center;">100% (30) of PACE students receive career</td> <td style="text-align: center;">100% of PACE students will receive career</td> </tr> </table>	2011 Current Level :*	2012 Expected Level :*	100% (30) of PACE students receive career	100% of PACE students will receive career					
2011 Current Level :*	2012 Expected Level :*								
100% (30) of PACE students receive career	100% of PACE students will receive career								

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	education as part of a specific course or general education curriculum.	education as part of a specific course or general education curriculum.				student progress.	
			1.2. Middle school students may find it challenging to think about a career when it is "too far away"	1.2. Academic Advising groups will research career types and paths. Individual academic advising which occurs biweekly, will address the career interests of the student in individual, relevant manner.	1.2. Teacher/Advisors Academic Manager	1.2. When students meet with their academic advisor notes from the meetings are documented in the PACE's computerized documentation system. In Spirited Girls class students enter the FACTs computer program to track student progress.	1.2. File reviews of student contact at the center including classroom participation, which is found in ETO
			1.3. Students at PACE sometimes leave without notice and maintaining continuity of career exploration is difficult.	1.3. FACTs and ePeP files are maintained by the school system and previous PACE students can access the material in another district school.	1.3. Student Spirited Girls Instructor	1.3. When a student transfers to another school she takes her password access to FACTs and ePeP with her. Also when possible, a final Individual Academic plan which has the vocational goals, is given to the student.	1.3. File reviews of student contact at the center including classroom participation, which is found in ETO

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FACTs and ePeP	6-12	Various	Spirited Girls Instructor	Various	Training documentation	Julia Burke Academic Manager

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### Career Education Goal(s) Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Grand Total:</b>

*End of Career Education Goal(s)*

### **Transition Goal(s)**

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

<b>Guiding Questions to Inform the Problem-Solving Process</b>
<ul style="list-style-type: none"> <li>• How does the program deal with transition planning (entry and exit transition)?</li> <li>• How many students successfully transition (e.g., return to school, find employment)?</li> </ul>

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\* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

<b>TRANSITION GOAL(S)</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Transition Goal</b>			1.1.	1.1.	1.1.	1.1	1.1
In the 2012-2013 school year 100% of transitioning girls will do so successfully into an appropriate educational setting or into a vocation.	2012 Current Level :*	2013 Expected Level :*	Due to the transitory nature of our students, students may abruptly leave PACE with engaging in the transition process.	PACE will engage in a lengthy transitions planning process which begin when the student enrolls at PACE. The student will be made aware of educational placement options and plans. Social Services Manager and social service counselors engage in follow-up consultations to offer support and any needed guidance in the post-transition time.	Social Service Manager	During the 1 <sup>st</sup> year of transition, girls will be contacted on the following schedule: 1 <sup>st</sup> 3 months-once a month After three months every 6 weeks After 1 year-every 6 months until dismissed from the program at the 3 <sup>rd</sup> year	Year end outcome Measure report from ETO Notes on efforts qualifier in ETO.
	97%(52) of the girls leaving PACE are successful transitions into appropriate educational settings or into a vocation.	97%(52) of the girls leaving PACE will be successful transitions into an appropriate educational setting or into a vocation.	1.2. Some girls immediately transition based on court-ordered placement in foster care or detention centers; or may be involuntary, un planned transition due to serious breach of conduct at PACE.	1.2. Counselor will develop a service plan for each transitioning girl, regardless of whether or not the girl is	1.2. Counselors Social Service Manager	1.2. Counselors will document contacts with the girls in their service plan.	1.2 Year end outcome Measure report from ETO Notes on efforts qualifier in ETO
			1.3. PACE students are not often supported by their families or other adults in their lives.	1.3. Counselors and teachers will support the girls through the transition process, ensuring that each girl feels that someone cares where she goes next.	1.3. Counselors and teachers	1.3. Counselors and teachers meet with the girls and determine their challenges and document these contacts in their service plan.	1.3. Year end outcome Measure report from ETO Notes on efforts qualifier in ETO

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A						



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**Transition Goal(s) Budget**

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Grand Total:</b>

*End of Transition Goal(s)*

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### Attendance Goal(s) (For Day Treatment Programs Only)

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

<b>Guiding Questions to Inform the Problem-Solving Process</b>
<ul style="list-style-type: none"> <li>▪ What was the attendance rate for 2010-2011?</li> <li>▪ How many students had excessive absences (10 or more) during the 2010-2011 school year?</li> <li>▪ What are the anticipated barriers to decreasing the number of students with excessive absences?</li> <li>▪ What strategies and interventions will be utilized to decrease the number of students with excessive absences for 2011-2012?</li> <li>▪ How many students had excessive tardies (10 or more) during the 2010-2011 school year?</li> <li>▪ What are the anticipated barriers to decreasing the number of students with excessive tardies?</li> <li>▪ What strategies and interventions will be utilized to decrease the number students with excessive tardies for 2011-2012?</li> </ul>

\* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

<b>ATTENDANCE GOAL(S)</b>	<b>Problem-solving Process to Increase Attendance</b>							
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
<b>1. Attendance Goal # 1</b> PACE Center for Girls Will increase attendance by 5% by the end of 2012-2013 school year, and increase on time students by 2% by the end of the school year.	<u>2012 Current Attendance Rate:*</u> 77%(36)	<u>2013 Expected Attendance Rate:*</u> 82%(38)	1.1. PACE Center for Girls serves students who have multiple risks factors that inhibit their success in school. These risk factors include truancy; academic underachievement; dropping out; delinquency; pregnancy; histories of physical and sexual abuse; substance abuse; and/or running away.	1.1. PACE policy requires school employees to call every student's parents when the student is absent from school.	1.1. Social Service Manager PACE Counselors			
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u> 16(53%)	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u> 14(46%)						
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u> 10(33%)	<u>2013-Expected Number of Students with Excessive Tardies (10 or more)</u> 8(26%)						
						1.2. PACE students may not immediately see the value of	1.2. PACE uses incentives to encourage girls to come to	1.2. Academic Manager Social Service Manager
						1.2. PACE keeps daily, monthly and yearly census numbers to monitor trends in	1.2. Attendance Percent report	

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		consistent on-time attendance	school.	PACE Counselors Teachers	attendance. These percentages are reported to PACE home office and to DJJ	Monthly census report from ETO Social Service
		1.3. PACE students may not recognize the intrinsic worth of attending school, but rather are attending as part of an obligation due to probation.	1.3. PACE counselors set attendance goals for students and help them stick to the plan to reach the goals by holding the girls accountable.	1.3. Academic Manager Social Service Manager PACE Counselors Teachers	1.3. PACE runs a weekly report to determine the girls who are absent; this report is discussed in the care review on a weekly basis.	1.3. Attendance Percent report Monthly census report from ETO Social Service

**Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity**

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A						

**Attendance Budget**

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

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<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Grand Total:</b>			

*End of Attendance Goals*

**FINAL BUDGET** (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Grand Total:</b>			

**2011-2012-School Improvement Plan Juvenile Justice Education Programs**

**School Advisory Council**

*School Advisory Council (SAC) Membership Compliance*

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting “Yes” or “No” below.

X  Yes

No

If No, describe measures being taken to comply with SAC requirement.

Describe projected use of SAC funds.	Amount
There are no funds. The SAC team is our board.	0

Describe the activities of the School Advisory Council for the upcoming year.
Find a new location for our school and plan and attend fund raising events